**Grade 2 Using Strategies Rubric**

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| **Score** | **Teacher Rubric** | **Teacher-Friendly** | **Student-Friendly** |
| **5** | **Has a significant understanding and recall of what one views and provides insightful interpretations with evidence to support responses.** | Uses, independently, active **before, during, and after viewing, listening, and reading strategies** (e.g., activating prior knowledge, identifying informational needs, predicting and confirming, self-monitoring, comparing, identifying key messages and details, drawing inferences).  **Explains** favourites and **reflects on ability to view, listen, and read**.  Reflects and **sets goals** for viewing, listening, and reading. | **I can …** |
| **4** | **Has a good understanding and recall of what one views. Provides adequate interpretations and gives reasonable evidence to support responses.** | Uses before, during, and **after viewing, listening, and reading strategies** (e.g., making connections, predicting and confirming, asking questions, drawing inferences, making connections to self, other texts, and the world, identifying main ideas; recognizing cause and effect; beginning to self-monitor and re-view, re-listen, reread as a fix-up strategy; summarizing, drawing conclusions).  **Identifies** what good viewers, listeners, and readers do, and **reflects on own abilities** to view, listen, and read.  **Sets goals** for viewing, listening, and reading. |  |
| **3** | **Comprehends the basic ideas and understands most of what one views. Gives some interpretation and provides some evidence to support it.** | Uses, with prompting, some effective **before, during, and after viewing, listening, and reading strategies** (e.g., predicting, making connections to self and world, drawing comparisons, making basic inferences, summarizing) to construct meaning.  **Identifies**, with teacher guidance, what good viewers, listeners, and readers do.  **Sets,** with teacher guidance, **goals for viewing, listening, and reading**.  **Listens with respect**; makes appropriate personal connections; sets goals for listening. |  |
| **2** | **Understands some of what one views, and does not recall much of it. Gives simple or inadequate interpreta-tions and little or no evidence to support responses.** | Uses, with teacher modelling and much prompting, some **before, during, and after** strategies (e.g., making some personal connections, asking questions, predicting, looking for details, thinking aloud, noting key details, recalling details, identifying likes and dislikes) when viewing, listening, and reading.  **Reflects**, with teacher guidance, **on viewing, listening, and reading.**  **Sets**, with teacher guidance**, goals for viewing, listening, and reading.**  **Listens, with some promptin**g. |  |
| **1** | **Understands little of what one views, and does not recall much of it. Gives simple or inadequate interpreta-tions and little or no evidence to support responses.** |  |  |